

HAMPTON 2 SCHOOL DISTRICT

319 Fourth Street
Estill, South Carolina 29918

GRADES PK-12

ENROLLMENT 1,412 Students

SUPERINTENDENT Dennis Thompson, Jr. 803-625-5000

BOARD CHAIR Mrs. Myrtle Sumter 803-625-2187

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	8	1

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This district met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Below Average	Good	No

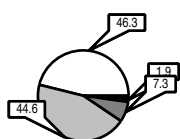
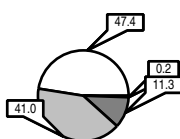
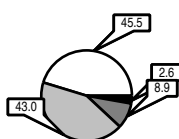
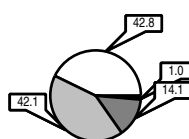
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

85.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our District****Mathematics****English/Language Arts****Districts with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	44.9	N/A	N/A	58.8	N/A	N/A
Passed 1 subtest	29.0	N/A	N/A	20.1	N/A	N/A
Passed no subtests	26.1	N/A	N/A	21.1	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	1.9	2.5
Seniors who met the SAT/ACT requirement	1.9	2.5
Seniors who met the grade point average	34.6	32.5

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	679	96.9	47.4	41.2	11.3	0.2	11.5
Gender							
Male	353	96.0	51.7	40.5	7.9	0.0	7.9
Female	326	97.9	42.9	41.9	14.9	0.3	15.2
Racial/Ethnic Group							
White	14	92.9	30.8	61.5	7.7	0.0	7.7
African-American	648	97.1	48.3	40.7	10.9	0.2	11.0
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	94.1	25.0	43.8	31.3	0.0	31.3
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	566	99.1	45.4	42.3	12.2	0.2	12.4
Disabled	113	85.8	58.8	35.1	6.2	0.0	6.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	679	96.9	47.4	41.2	11.3	0.2	11.5
English Proficiency							
Limited English Proficient	11	100.0	27.3	54.5	18.2	0.0	18.2
Non-Limited English Proficient	668	96.9	47.7	40.9	11.2	0.2	11.3
Socio-Economic Status							
Subsidized meals	631	96.7	48.5	41.0	10.4	0.2	10.5
Full-pay meals	48	100.0	33.3	43.8	22.9	0.0	22.9
Mathematics							
All Students	679	97.2	46.3	44.6	7.3	1.9	9.1
Gender							
Male	353	96.3	44.9	47.9	5.4	1.8	7.2
Female	326	98.2	47.8	41.1	9.2	1.9	11.1
Racial/Ethnic Group							
White	14	85.7	58.3	41.7	0.0	0.0	0.0
African-American	648	97.5	46.6	44.4	7.4	1.6	9.0
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	17	94.1	25.0	56.3	6.3	12.5	18.8
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	566	99.1	41.5	48.1	8.2	2.2	10.4
Disabled	113	87.6	72.7	25.3	2.0	0.0	2.0
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	679	97.2	46.3	44.6	7.3	1.9	9.1
English Proficiency							
Limited English Proficient	11	100.0	27.3	54.5	9.1	9.1	18.2
Non-Limited English Proficient	668	97.2	46.6	44.4	7.2	1.7	8.9
Socio-Economic Status							
Subsidized meals	631	97.0	47.3	44.5	6.5	1.7	8.2
Full-pay meals	48	100.0	33.3	45.8	16.7	4.2	20.8

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	107	99.1	41.0	42.0	15.0	2.0	17.0
	Grade 4	129	100.0	40.3	47.9	11.8	N/A	11.8
	Grade 5	141	97.9	60.2	35.3	4.5	N/A	4.5
	Grade 6	115	99.1	66.7	24.8	8.6	N/A	8.6
	Grade 7	111	100.0	46.8	47.9	5.3	N/A	5.3
	Grade 8	126	97.6	67.8	31.4	0.8	N/A	0.8
2004	Grade 3	95	99.0	26.6	44.7	27.7	1.1	28.7
	Grade 4	101	99.0	39.0	38.0	22.0	1.0	23.0
	Grade 5	132	97.7	51.9	45.0	3.1	N/A	3.1
	Grade 6	124	99.2	59.0	34.4	6.6	N/A	6.6
	Grade 7	109	99.1	50.9	43.5	5.6	N/A	5.6
	Grade 8	118	88.1	53.8	44.2	1.9	N/A	1.9

Mathematics								
2003	Grade 3	107	100.0	38.0	52.0	8.0	2.0	10.0
	Grade 4	129	100.0	55.5	37.0	6.7	0.8	7.6
	Grade 5	141	99.3	66.4	27.6	4.5	1.5	6.0
	Grade 6	115	100.0	54.3	41.0	4.8	N/A	4.8
	Grade 7	111	100.0	67.0	21.3	10.6	1.1	11.7
	Grade 8	126	100.0	71.7	25.8	2.5	N/A	2.5
2004	Grade 3	95	100.0	23.2	63.2	10.5	3.2	13.7
	Grade 4	101	99.0	37.0	50.0	9.0	4.0	13.0
	Grade 5	132	98.5	50.8	40.0	7.7	1.5	9.2
	Grade 6	124	100.0	47.2	44.7	5.7	2.4	8.1
	Grade 7	109	99.1	56.5	35.2	8.3	N/A	8.3
	Grade 8	118	87.3	62.1	35.0	1.9	1.0	2.9

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	71	97.2	30.4	47.8	14.5	7.2	21.7
Gender							
Male	35	94.3	36.4	39.4	21.2	3.0	24.2
Female	36	100.0	25.0	55.6	8.3	11.1	19.4
Racial/Ethnic Group							
White	1	I/S	I/S	I/S	I/S	I/S	I/S
African-American	69	97.1	28.4	49.3	14.9	7.5	22.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	55	100.0	14.5	58.2	18.2	9.1	27.3
Disabled	16	87.5	92.9	7.1	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	97.2	30.4	47.8	16.2	7.2	21.7
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	70	97.1	29.4	48.5	14.7	7.4	22.1
Socio-Economic Status							
Subsidized meals	58	96.6	28.6	51.8	14.3	5.4	19.6
Full-pay meals	13	100.0	38.5	30.8	15.4	15.4	30.8

Mathematics							
All Students	71	95.8	50.0	30.9	16.2	2.9	19.1
Gender							
Male	35	91.4	50.0	28.1	15.6	6.3	21.9
Female	36	100.0	50.0	33.3	16.7	N/A	16.7
Racial/Ethnic Group							
White	1	I/S	I/S	I/S	I/S	I/S	I/S
African-American	69	95.7	50.0	31.8	15.2	3.0	18.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	55	100.0	38.2	38.2	20.0	3.6	23.6
Disabled	16	81.3	100.0	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	71	95.8	50.0	30.9	16.2	2.9	19.1
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	70	95.7	50.7	31.3	14.9	3.0	17.9
Socio-Economic Status							
Subsidized meals	58	96.6	50.0	32.1	16.1	1.8	17.9
Full-pay meals	13	92.3	50.0	25.0	16.7	8.3	25.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	54	88.9%	52	1.9%	72	68.1%	N/A
Gender							
Male	19	84.2%	18	0.0%	30	60.0%	
Female	34	91.2%	34	2.9%	42	73.8%	
Racial/Ethnic Group							
White	2	I/S	1	I/S	1	I/S	
African American	52	88.5%	51	2.0%	71	67.6%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	N/A	N/A	52	1.9%	66	74.2%	
Disabilities other than speech	54	88.9%	0	N/A	6	0.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	54	88.9%	52	1.9%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	54	88.9%	52	1.9%	72	68.1%	
Socio-Economic Status							
Subsidized meals	45	93.3%	38	0.0%	52	71.2%	
Full-pay meals	9	66.7%	14	7.1%	20	60.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	88.9%	86.8%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	72	134
Number of Diplomas	49	101
Rate	68.1%	73.8%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	409	378	400	401	809	779
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	14.6	16.1	15.4	15.7	14.8	15.3	14.8	15.6	15.1	15.7
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,412)				
First graders who attended full-day kindergarten	84.7%	N/C	98.7%	97.2%
Retention rate	8.2%	Up from 0.4%	7.0%	5.3%
Attendance rate	94.9%	Down from 95.2%	96.5%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.8%		8.6%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	7.3%		7.7%	5.1%
Eligible for gifted and talented	3.0%	Up from 1.7%	4.6%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Up from 12.1%	10.5%	10.9%
Older than usual for grade	10.7%	Up from 10.2%	8.4%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.3%	Up from 4.6%	1.5%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 4.4%	5.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	23	Down from 25	51	157
Completions in adult education GED or diploma programs	1	Down from 3	5	39
Annual dropout rate	2.5%	Up from 1.1%	2.5%	2.9%
Teachers (n= 101)				
Teachers with advanced degrees	34.7%	Up from 30.5%	41.0%	50.0%
Continuing contract teachers	75.2%	No change	75.3%	84.6%
Highly qualified teachers**	84.8%	N/A	89.3%	92.5%
Teachers with emergency or provisional certificates	19.3%		18.4%	4.4%
Teachers returning from previous year	83.7%	Up from 80.8%	82.6%	89.9%
Teacher attendance rate	95.5%	Up from 95.4%	94.2%	94.7%
Average teacher salary	\$38,081	Up 1.9%	\$37,593	\$40,566
Vacancies for more than nine weeks	4.0%	N/C	2.5%	0.3%
Prof. development days/teacher	13.0 days	Up from 11.9 days	11.2 days	12.0 days
District				
Superintendent's years at district	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.8 to 1	19.4 to 1	21.0 to 1
Prime instructional time	86.5%	Down from 86.8%	87.1%	89.5%
Dollars spent per pupil*	\$8,437	Down 2.4%	\$8,551	\$7,217
Percent of expenditures for teacher salaries*	49.8%	Up from 48.2%	51.2%	55.6%
Opportunities in the arts	Good	Up from Fair	Excellent	Excellent
Parents attending conferences	87.4%	Down from 96.0%	95.1%	97.3%
Number of schools	3	No change	4	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	23.1%	Up from 21.9%	8.3%	4.3%
Average age in years of school facilities	44	Up from 43	29	26
Number of schools with SACS accreditation	3	Up from 2	3	8
Average administrator salary	\$60,870		\$64,640	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	84.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	61.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

The mission of Hampton County School District 2 is to prepare students to be successful, responsible citizens by providing challenging educational experiences. Today, educational institutions and students are faced with many obstacles. In order for an educational institution to be successful, all aspects of the organization, the community, and the students must work collaboratively together.

Our schools and community now face tremendous challenges. Today, our schools continue to have to operate on less revenue, thereby employing fewer teachers and creating larger class sizes, while accountability measures have not changed. All of our schools need reading specialists to aid all students in grades K-12, because reading is one of the major basic skills. As a district, we still have to meet the requirements of the NO CHILD LEFT BEHIND legislation and the rigorous SOUTH CAROLINA STANDARDS. Hampton County School District 2 and the community must not fail our children. As a broad community, we have an obligation to support our future generations.

Finally, our teachers will continue to have higher learning expectations of the students they teach daily. Our students must continue to change their attitudes about learning and allow achievement to be their number one goal. The continued requirement of students to score proficient or higher on PACT in grades 3-8 and for all students to pass the new HSAP Exam (High School Assessment Program) before receiving a high school diploma are reasons enough for all (schools, parents, and community) to work cooperatively. Together we can ensure the success of each student.

Dennis Thompson, Jr.